

## Community Consultation Feedback Summary, September 2011

Category	Well	Improve
	<ul style="list-style-type: none"> <li>• Model office is great</li> <li>• Lots of opportunities for students</li> <li>• Co-ed works well - forms good relationships with male/female</li> <li>• Leadership opportunities for students</li> <li>• Celebration of students individuality and respect for their thoughts/feelings</li> <li>• Diversity celebrated</li> <li>• Independence encouraged</li> <li>• Awareness of careers development was apparent at teacher interviews with teachers having an appreciation of how student was doing across other subjects</li> <li>• Inclusive - sense of community rather than conformity</li> <li>• Contemporary issues dealt with</li> <li>• School allows students to "grow up"</li> <li>• ESOL unit and student exchange adds positive element</li> <li>• Students involvement in staff appointments</li> </ul>	<ul style="list-style-type: none"> <li>• Lunch time activity for Year 9 in Term 1</li> <li>• More consistency with form class structure</li> <li>• Do well by the students at the top and the bottom of the scale but the middle group perhaps a bit left to own desires</li> <li>• School 'spirit' missing or not highly displayed/evident. "Houses" may help - provide vertical integration. Starts team / competition feeling - individual and community belonging</li> <li>• Raise profile of student council reps</li> <li>• Need leadership development for both boys and girls</li> <li>• Drugs - being open that exists</li> <li>• Enhance Adlib with wider coverage of sports, grade winners etc. Also a review of the year from the Principal</li> <li>• It would be good if there was a lower cost option for Year 10 camps - not just day to day activities but an overnight camp</li> <li>• Get students involved in feedback to teachers performance appraisals</li> </ul>
<b>Absences</b>	<ul style="list-style-type: none"> <li>• Absence line</li> <li>• Early notification of absences</li> </ul>	<ul style="list-style-type: none"> <li>• What are the procedures and checks and balances with the absence system</li> <li>• Need clarity between sickness and school trip absences. Confusing as it appears a student has skipped a class when they could have been on a school trip</li> <li>• Students being marked as absent when they are in class</li> <li>• Some concern about students late or missing from class and the follow up seems to be dependent on asking for it to happen</li> </ul>
<b>Achievements</b>	<ul style="list-style-type: none"> <li>• Recognising achievement</li> <li>• Good exam statistics for higher level</li> <li>• Good scholarship success and programme</li> <li>• Good at recognising academic achievement</li> <li>• Acknowledging success via noticeboards/website</li> </ul>	<ul style="list-style-type: none"> <li>• It would be great to recognise academic achievement in some way - to reward it.</li> <li>• No 'end of year' celebrations / wrap-ups for school as a whole</li> <li>• Not acknowledging students who perform well, more so academic than sports. Giving prizes, incentives, too much in newsletters about sports</li> <li>• Need to celebrate community involvement</li> </ul>
<b>Assessments/ Exams</b>	<ul style="list-style-type: none"> <li>• Some teachers give timeline charts on assessments etc. and that is useful to gauge workloads and expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Exam practice - too late in the year, more exam technique, tactics at start of year, how to prepare, how to work the system, prioritisation, time management, assignment trade-offs (greater explanation), school show and prepare students more</li> <li>• Consider having school exams at Year 10</li> <li>• Mock exams, results come in dribs and drabs. Learning schedule by school seems delayed too close to exams. Some items have not been learnt yet before exams.</li> <li>• School exam results sent to parents - currently have to rely on students to find out how well they did</li> </ul>

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<b>Communication</b>	<ul style="list-style-type: none"> <li>• Newsletters/emails</li> <li>• Front gate sign gives good updates</li> <li>• Parent feedback (like these evenings)</li> <li>• E-mails from teachers re: student</li> <li>• Website is great and up to date (especially Sports) and workable</li> <li>• School wide e-mails</li> <li>• Excellent communication between Principal/school staff and parents</li> <li>• Teachers are accessible and have provided meaningful insightful feedback (parent/teacher evening a little chaotic but worthwhile)</li> <li>• Great individual support for students from their teachers and also keeping parents in the loop with this</li> <li>• Improved communication</li> </ul>	<ul style="list-style-type: none"> <li>• Sign posting</li> <li>• Daily notices - sports notices not being read out</li> <li>• Not enough time to establish relationship with teacher</li> <li>• Meet the teacher sooner. Teacher interviews need to be more personal - needs teachers by themselves.</li> <li>• Teachers not replying to parents e-mails, communications</li> <li>• Parents not informed if students not handing in homework</li> <li>• If changes are made to the calendar on the web, please can this be noted elsewhere so people are aware of the change</li> <li>• Emergency e-mails - maybe text in the future</li> <li>• At least a week's notification of after-hours events would be helpful to give sufficient time to rearrange diaries if necessary</li> <li>• Send out NCEA credits info more often (or tell parents how to access it)</li> <li>• Consistency re absenteeism communications/reporting</li> <li>• Texting for sports, emergencies - start with Y9s first and work way through Year levels, updated changes on website,</li> <li>• Communication around all aspects of wider school life can be hard to track down. Better info on website (e.g. password access to results/attendance for students)</li> <li>• Newsletters sent out on a regular basis</li> <li>• Could be better at proactively reporting on academic issues. Some variation between teachers noticed. Emails a good way of providing feedback. Teachers that do this, it is much appreciated.</li> <li>• Feedback on performance relative to class and own capabilities</li> </ul>
<b>Community</b>	<ul style="list-style-type: none"> <li>• Neighbourhood connections / community feel</li> <li>• The PTA</li> <li>• Strong community - night classes in schools. Good name in area.</li> </ul>	

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<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• Guidelines for subject choice - very clear</li> <li>• Options - lots of subjects to choose from</li> <li>• Extension classes</li> <li>• Appears to be good stimulating conversation/debate in the classroom</li> <li>• Tuesday morning/homework session = fantastic, thank you</li> <li>• Good curriculum - reflects life skills required</li> <li>• Good learning environment</li> <li>• Onslow provides a supportive learning environment</li> <li>• Balance between class and home work</li> </ul>	<ul style="list-style-type: none"> <li>• PE right through</li> <li>• Home groups set up (a home room class for those in need - 1 teacher for English, Maths, Social Studies, Science. Inclusion???)</li> <li>• Homework? Homework at school?</li> <li>• Not enough language options - esp. Mandarin</li> <li>• More guidance required on option choices</li> <li>• Health Education - Parents should be given some idea of the proposed content so they have the opportunity to forewarn their children.</li> <li>• There are a lot of options in Year 10 but it would be good to see more non traditional/academic subjects available for those who struggle with homework in compulsory curriculum.</li> <li>• Uneven teaching of the curriculum between teachers in the same year</li> <li>• "relevancy" of learning - authenticity</li> <li>• Year 10 - seems to be no step up from Year 9 and prep for Year 11 NCEA</li> <li>• Need to look at how boys are taught - needs to come from the College</li> <li>• Develop better "steps" between year levels, especially Years 11 and 12</li> </ul>
<b>Discipline</b>		<ul style="list-style-type: none"> <li>• Class size - control and discipline very important</li> <li>• Disruptive behaviour not dealt with quickly enough</li> <li>• Food/drink in classrooms</li> <li>• Boundaries too loose</li> <li>• Parents understanding of how disruptive students are dealt with</li> </ul>
<b>Homework</b>	<ul style="list-style-type: none"> <li>• Individual responsibility - homework</li> </ul>	<ul style="list-style-type: none"> <li>• Clear expectations needed re homework, consistent approach/consequences</li> <li>• Advise of non-compliance/difficulties with homework issues - e-mail parents before it's too late</li> </ul>
<b>Parent Info Sessions</b>	<ul style="list-style-type: none"> <li>• The parenting courses offered and the NCEA and Tertiary Costs evenings</li> </ul>	<ul style="list-style-type: none"> <li>• Induction each year for parents as each year changes, such as what NCEA means for students</li> <li>• Have an evening for parents prior to course confirmation for questions, guidance etc.</li> </ul>
<b>Learning Support</b>	<ul style="list-style-type: none"> <li>• Hugely impressed with Learning Support area</li> </ul>	<ul style="list-style-type: none"> <li>• Follow up from learning support info (communication between teachers and learning support)</li> </ul>
<b>Music/Drama</b>	<ul style="list-style-type: none"> <li>• Strength in drama and music</li> <li>• Dedicated music teachers - work beyond the call of duty</li> <li>• Musical production and performances performing</li> </ul>	
<b>Open Evening</b>	<ul style="list-style-type: none"> <li>• Open Evening - involvement of students</li> </ul>	<ul style="list-style-type: none"> <li>• Bring back the "myth busting" at Open Evening</li> </ul>

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<b>Parent/Teacher Interviews</b>	<ul style="list-style-type: none"> <li>• Parent/Teacher interviews - good system</li> <li>• Timing and frequency of interviews with teachers</li> <li>• Parent/Teacher interviews - teachers are prepared</li> <li>• Teacher interviews are valuable</li> </ul>	<ul style="list-style-type: none"> <li>• Not much opportunity to meet parents in the same year group - that offers an opportunity to find out who's who</li> <li>• Better structure on parent/teacher interviews - e.g. common info &amp; questions</li> <li>• Lack of contact from teachers at parent-teacher interview. Missed the teacher, left a note but no follow up.</li> </ul>
<b>PR</b>		<ul style="list-style-type: none"> <li>• Promote school more. Image does not match reality - this needs to be attended to</li> <li>• When representing the school at events/competitions some dress code to get a sense of identity - help bond a team, sense of togetherness</li> <li>• There is a sense that students have to be really motivated to go to Onslow. Does it have to be this way? What about a vision for the school - where it is cool to be good at school, to be the highest-achieving decile 10 co-ed school in the country?</li> </ul>
<b>Reports</b>	<ul style="list-style-type: none"> <li>• Reports are informative and detailed</li> </ul>	<ul style="list-style-type: none"> <li>• Reports - explain the absences in the first report</li> </ul>
<b>Resourcing</b>	<ul style="list-style-type: none"> <li>• Well resourced</li> <li>• Beautiful clean campus</li> </ul>	<ul style="list-style-type: none"> <li>• Buildings a bit archaic</li> <li>• Money management on school trips overseas</li> <li>• Info on resourcing/equipment - what do classrooms have?</li> <li>• Do some of the classrooms need a coat of paint (inside)?</li> <li>• Tidy grounds more on external boundaries</li> <li>• Dress up the quad area to make it more inviting for students during breaks</li> </ul>
<b>School Ethos</b>		<ul style="list-style-type: none"> <li>• How can Onslow be unique and individual without being seen to be too slack? E.g. creativity and innovation, the new buzz words - so not just about hierarchical rankings, but about energy</li> </ul>
<b>Sports</b>	<ul style="list-style-type: none"> <li>• Rowing - very well organised</li> <li>• Good support from sports coordinators as a coach</li> <li>• Great that seniors are encouraged to coach junior sports teams</li> <li>• Sense of pride in school sports - breadth of sports options, can keep playing all through school time even if not successful, can be a "big fish in a small pond"</li> </ul>	<ul style="list-style-type: none"> <li>• Students who register for sports teams that play Terms 1 &amp; 4 are not approached to be back in team in Term 4 and teams that play in Term 1 do not play in Term 4</li> <li>• More staff hours in the sports office</li> <li>• Better communication around organising sport</li> <li>• Too much emphasis on rowing</li> <li>• Uneven allocation of coordination, support and resources</li> <li>• Drainage on the rugby fields</li> <li>• School clubs should take priority over outsiders</li> <li>• Getting parents to support school sports</li> <li>• School to support coaches more and students playing sports. Recognise success of efforts.</li> <li>• Accommodate sport for both 'elite athletes' and 'others'. Need to play a sport for the college??</li> <li>• Follow up on new students' indication of interest in sports and other activities. New students can get a bit lost in a new school, new system and sometimes miss important sign up meetings.</li> </ul>

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<b>Staff</b>	<ul style="list-style-type: none"> <li>• Friendly committed staff</li> <li>• The proactive Principal who puts the students first. It's good to have a leader</li> <li>• The Library staff are great</li> <li>• Mature relationships between students and teachers</li> <li>• Extra hours when needed (how widely communicated?)</li> <li>• Students are treated as young adults rather than older children which makes for a better transition post school</li> </ul>	<ul style="list-style-type: none"> <li>• Helpful office staff, service focussed. Office staff are often the front door to the school</li> <li>• Front line staff - reception - need to be reminded they are the "face" of Onslow</li> <li>• If teachers expect respect, they should respect the students</li> </ul>
<b>Student Support</b>	<ul style="list-style-type: none"> <li>• Very happy students</li> <li>• Peer Supporters really help Year 9s to settle</li> <li>• Great feedback and help from the Deans</li> <li>• The induction to the school (the morning they start)</li> <li>• No bullying policy is working (or all behaviour negative)</li> <li>• Making the most of individual students - challenging them and lifting them</li> <li>• Year continuity with the same Dean</li> <li>• Peer mediation</li> <li>• Very good support for students with problems like health etc.</li> </ul>	<ul style="list-style-type: none"> <li>• How much support and help do the Deans get? Especially when they are starting out</li> <li>• Career advice limited - maybe better use of past students' parents? Use of psychometric tests?</li> <li>• Bullying - more of intimidation, put downs, not actual physical violence</li> <li>• Education for children/parents about sexual health, drink driving, drugs, how to say "No"</li> <li>• Safety net for students who are not self-motivated - teachers may not teach to students' needs. Extent that teachers may use "needs to self-manage better" as an out for employing a greater range of strategies to engage. I wonder if there is an "agreed" balance in terms of leadership on what is expected</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• Intranet</li> <li>• It is great that the school is getting wireless and high speed broadband as some students don't have access to this at home so are disadvantaged</li> </ul>	<ul style="list-style-type: none"> <li>• Use of web-media for homework, expectations, newsletters</li> <li>• Intranet needs to be promoted</li> </ul>
<b>Transition</b>	<ul style="list-style-type: none"> <li>• Entry interviews are valuable</li> <li>• Year 9 students appreciated the opportunity to indicate who they would like to have in their classes and who they wouldn't</li> <li>• The teachers set clear expectations at the beginning of the year</li> <li>• Sending Year 9 students back to the feeder schools to talk to the Year 8 students is really good</li> <li>• Preparing students well for tertiary education</li> </ul>	
<b>Uniform</b>	<ul style="list-style-type: none"> <li>• No uniform is great!! No rules re hair etc.</li> <li>• Sense of identity without a uniform</li> </ul>	